

MR. T. K. ALEXANDER :

103. To reduce the total allotment of Rs. 1,59,644 under Demand IV by Re. 1.

MR. P. CHIDAMBARAM PILLAI :

104. To reduce the total allotment of Rs. 1,59,644 under Demand IV by Re. 1.

MR. A. THANU PILLAI :

105. To reduce the total allotment of Rs. 1,59,644 under Demand IV by Re. 1.

MR. E. V. KRISHNA PILLAI :

106. To reduce the total allotment of Rs. 1,59,644 under Demand IV by Rs. 10.

MR. S. J. NAIR :

107. To reduce the total allotment of Rs. 1,59,644 under Demand IV by Rs. 1,59,643.

MR. E. V. KRISHNA PILLAI :

108. To reduce the total allotment of Rs. 1,59,644 under Demand IV by Rs. 17,345.

The Demand was put to the vote of the House and carried.

The Demand was granted.

The House adjourned for lunch at 1-25 p. m.

DEMAND V.—EDUCATION.

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*) :

Sir, I move for a grant not exceeding Rs. 45,77,707 under Demand V—Education.

Motion—No. 109.

MR. A. THANU PILLAI (*Trivandrum—Rural*) : Sir, I beg to move that the allotment of Rs. 3,518 for the Personal Assistant be reduced by Re. 1. My object in making this motion is to draw the attention of Government to the desirability of not continuing a particular Headmaster as the Personal Assistant to the Director for an unduly long period. I find many objections to that practice. In the first place, it is a Headmaster that is appointed as a Personal Assistant. If he is taken out of his regular work as Headmaster, he continues to have no touch with the teaching work and school supervision for a long time and the natural result would be that he would be less efficient as a Headmaster when he goes back to the school. Secondly, this place may be availed of as a training ground to enable Headmasters, who are prospective Inspectors, to come into closer touch with the actual working of the department and of the several institutions under the Director with which he will have to deal when he becomes an Inspector. There is again the fact that it often happens that the Director is an outsider and a Personal Assistant who is allowed to continue for an unduly long period contracts affinities with the officers of the department which are not always viewed with favour by the department as a whole. On these grounds I would suggest that an officer is not allowed to continue as Personal Assistant for, say, more than a couple of years. That is my object in making this motion.

MR. K. PADMANABHAN (*Chirayinkil I*) : May I know from the member whether the Personal Assistant to the Director was a Headmaster?

MR. A. THANU PILLAI (*Trivandrum-Rural*): I think he is in the grade of a Headmaster and I think he has been in this office for over three years.

MR. K. R. ELENKATH (*Kalkulam I*): In supporting the motion of Mr. Thanu Pillai, I have to say that it is only but meet that all Headmasters get an equal chance to gain experience as Personal Assistant. One main objection to a Personal Assistant being allowed to remain in office for more than five or six years is that an outsider who comes as Director is constantly in close touch with the Personal Assistant and especially, when there is a Manager in the office, almost all routine business is looked after by the Manager and the Personal Assistant gets good leisure to have frequent and close affinity with the head of the department.

One main objection that I would urge is that a teacher or Headmaster who is junior to many of the Headmasters will have, as his ulterior motive, the stepping into the place of other Headmasters and he gets better opportunities to come into close contact with the Director. His ulterior motive being to get over his seniors, some unhappy occurrences may happen.

For the other two reasons, namely, that the efficiency of the Headmaster will be impaired if he is allowed to continue as Personal Assistant for a number of years, both in regard to teaching and also in regard to supervision work, and that the other Headmasters get little experience in office work when they are promoted as Inspectors and together with the one that I have urged, namely, that all should be given equal facilities to come into contact with the Director, lest untoward occurrences may happen, the House will be convinced of the necessity of making frequent changes in the personnel of the Personal Assistant. These are the main grounds on which I support the motion moved by my friend Mr. Thanu Pillai.

MR. T. P. VELAYUDHAN PILLAI (*Tiruvalla III*): മി: താണുപിള്ള ഇവിടെ അവതരിപ്പിച്ച ഉപക്ഷേപത്തെ ഞാൻ വലമായി പിൻതാങ്ങുന്നു. അതിലേക്ക് മുമ്പ് ഇവിടെ പ്രസ്താവിച്ചിട്ടുള്ള കാരണങ്ങൾക്ക് പുറമെയുള്ള കാരണങ്ങൾ മാത്രമെ ഞാൻ ഇവിടെ പ്രതിവാദിക്കണമെന്നു വിചാരിക്കുന്നുള്ളൂ. ഡയറക്ടറുടെ ഔദ്യോഗികമായ ജോലികൾ വിവിധങ്ങളാകയാൽ ഉദ്യോഗനിയമനകാൽപ്പത്തിലും മറ്റും അദ്ദേഹത്തിന് വേണ്ടവിധത്തിലുള്ള ശ്രദ്ധപതിപ്പിക്കാൻ സാധിക്കുകയില്ല. അതുകൊണ്ട് പേർസനൽ അസിസ്റ്റന്റിന് ഈ സംഗതികളിൽ പലതും സാരതരമായി പ്രവർത്തിക്കാൻ സൗകര്യം സിദ്ധിക്കുന്നുണ്ട്. ഒരു ഉദാഹരണത്തെപ്പറ്റി ചിലപ്പോൾ സ്ഥിരമായി പേർസനൽ അസിസ്റ്റന്റായി വച്ചുകൊണ്ടിരിക്കുന്നതുകൊണ്ട് നാട്ടിനുപൊതുവെയും, ചിലസമുദായങ്ങൾക്ക് പ്രത്യേകിച്ചും, ദോഷവേദകങ്ങളായ ഫലങ്ങൾ സംഭവിച്ചുകൊണ്ടിരിക്കുന്നുണ്ട്. ഉദാഹരണമായി, എഡ്യൂക്കേഷൻ

ഡിപ്പാർട്ടുമെന്റിൽ ആകെ ഹൻഡ് ഗസറ്റഡ് ടീച്ചേർസ് ഉണ്ടെന്നാണ് സിവിൽലിസ്റ്റാർ കൊണ്ടു കാണുന്നത് ഈ ഹൻഡ് ഗസറ്റഡ് ടീച്ചേർസിൽ ൧൦൪ ബ്രാഹ്മണരും, ൧൦൦ കൃഷ്ണാണികളും, ൩൩ നായന്മാരും ഉണ്ട്. ഇങ്ങനെ കൂടുതൽ ആളുകൾ ഒരു പ്രത്യേകം സമുദായത്തിൽ നിന്ന് വരികയും മറ്റു ചില സമുദായങ്ങൾ അർഹിക്കുന്ന വിധത്തിലുള്ള ഉദ്യോഗം ലഭിക്കാതിരിക്കുകയും ചെയ്യുന്നത് ദീർഘകാലമായി ഒരാളെത്തന്നെ പേർസനൽ അസിസ്റ്റൻറായി വച്ചുകൊണ്ടിരിക്കുന്നത് കൊണ്ടാണ്. മറ്റൊരു ഉദാഹരണം പ്രസിഡൻസിയിൽ ഫസ്റ്റ് ക്ലാസ്സായി കെമിസ്ട്രി പാസ്സായ മിസ്റ്റർ. ജി. കേശവപിള്ള വിദ്യാഭ്യാസ വകുപ്പിൽ ഉദ്യോഗത്തിന് അപേക്ഷിച്ചതിൽ ഇതേവരേയും പരിഹാരം സിദ്ധിച്ചിട്ടില്ലാ എന്നുള്ളതാണ്.

PRESIDENT: What are you going to say about him. Why do you introduce his name?

MR. T. P. VELAYUDHAN PILLAI (Tiruvalla III): He was an applicant.

PRESIDENT: You must not talk about personal.

MR. T. P. VELAYUDHAN PILLAI (Tiruvalla III): കൂടുതൽ അർഹതയുള്ള ആളുകൾ അപേക്ഷകന്മാരായി വരുന്ന അവസരത്തിൽ ഒരു പേർസനൽ അസിസ്റ്റൻറിൻറെത്തന്നെ സ്ഥിരമായി ആഫീസിൽ വച്ചുകൊണ്ടിരിക്കുന്നത് കൊണ്ട് അവരുടെ ന്യായമായ അപേക്ഷകൾ സാധിതപ്രായമാകാതെ വരുന്നുണ്ട്. ഈ കാരണത്താൽ ഡയറക്ടറുടെ പേർസനൽ അസിസ്റ്റൻറിനെ കൂടക്കൂടെ മാറ്റേണ്ടതാണ്.

ഇതിനുപുറമെ അണ്ടർഗ്രാഡ് വേററ് ടീച്ചേർസിനെ ട്രെയിനിംഗിനെടുക്കുന്ന കൂട്ടം ഡയറക്ടർ ആഫീസ് മുഖേനയാണ് ഇപ്പോൾ നിർവഹിച്ചു വരുന്നത്. ഈ വിഷയത്തിലും ഡയറക്ടർ സാധാരണ വേണ്ടവിധം ശ്രദ്ധപതിപ്പിച്ചു എന്നുവരികയില്ല. ഇങ്ങനെ ട്രെയിനിംഗിന് എടുക്കുന്ന അണ്ടർ ഗ്രാഡ് വേററ് ടീച്ചേർസിനെ സബ്ബെന്റിച്ച് പല വിധത്തിൽ ഭാഷാമേതുകങ്ങളായ ഫലങ്ങൾ ഇക്കൂട്ടർ അനുഭവിച്ചുകൊണ്ടിരിക്കുന്നുണ്ട്. എല്ലാ സ്കൂളുകളിലും ട്രെയിൻഡ് ടീച്ചേർസ് ഉണ്ടായിരിക്കണമെന്നുള്ള തത്വത്തിന്മേലാണ് ഈ തിരഞ്ഞെടുപ്പു നടത്തുന്നത് എങ്കിലും ഒരേസ്കൂളിൽ നിന്നുത്തന്നെ ഒരേസമയത്ത് പല ടീച്ചേർസിനെയും ട്രെയിനിംഗിനായി എടുക്കുകയും, ട്രെയിൻഡ് ടീച്ചേർസ് ആവശ്യമുള്ളവളരെ സ്കൂളുകളിൽ നിന്നും ഒരുത്തരേയും എടുക്കാതിരിക്കുകയും ചെയ്തുവരുന്നു. ഈ സംഗതിയും പേർസനൽ അസിസ്റ്റൻറ് ചെയ്യുന്ന ട്രോഫ കൂട്ടുമാണെന്ന് തന്നെ പറയേണ്ടിയിരിക്കുന്നു.

[Mr. T. P. Velayudhan Pillai.]

ഈ കാരണങ്ങളാൽ മി. താണുപിള്ളയുടെ ഉപക്ഷേപത്തെ ഞാൻ പൂർണ്ണമായി അനുകൂലിക്കുകയും ഭിന്നപക്ഷത്തേക്ക് ഒരാളിനെത്തന്നെ പേർസണൽ അസിസ്റ്റന്റായി വച്ചുകൊണ്ടിരിക്കാതെ രണ്ടുകൊല്ലത്തിലൊരിക്കലെങ്കിലും മാറ്റം വരുത്തണമെന്ന് അഭിപ്രായപ്പെടുകയും ചെയ്തുകൊള്ളുന്നു.

MR. K. SANKARAN (*Kartikapalli I*): Sir, I rise to oppose the motion brought forward by my friend Mr. Thanu Pillai. The main ground that was urged in support of the motion is that a particular gentleman belonging to a particular community is allowed to be the Personal Assistant to the Director for such a long time that he is enabled to show a lot of favouritism to candidates belonging to his own community.

MR. A. THANU PILLAI (*Trivandrum—Rural*): Sir, I wish to correct the member that that is not the main ground or even any of the grounds on which I moved my motion.

MR. K. SANKARAN (*Kartikapalli I*): I do not say that it was a ground relied on by Mr. Thanu Pillai. One of the supporters who spoke in favour of the motion raised that point. I believe I am right in that respect at least. I cannot see eye to eye with that argument because, if that be the case, if every community is to be allowed an opportunity to show undesirable favours to candidates belonging to that community and if such favouritism is to be encouraged, that would lead to a state of affairs which should not at all be tolerated. If at all a Personal Assistant shows such favouritism or resorts to such undesirable practices, he must be severely taken to task. That is the proper way to deal with the matter. Another thing I wish to point out to the House is that the Personal Assistant is the man who assists the Director in his manifold duties. And he must pick up his work. When there is a particular person appointed as Personal Assistant and he has picked up the work of the department, if he is to be sent away soon after and another man is to be appointed as the Personal Assistant, I do not know how the efficient discharge of the work of the Personal Assistant could be achieved.

The very fact that there is substantial and proper work to be done by the Personal Assistant necessitates that the Personal Assistant should be retained for a fairly long time. It is not a question of giving opportunity to the candidates belonging to each community. It is a particular post intended to serve a particular purpose and the fact that every man does not get an opportunity to act as Personal Assistant must not be considered, because the work of the Personal Assistant or the Director will suffer. In that view, I do not see eye to eye with the members who are in favour of the motion and so I oppose the motion.

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): Sir, it would appear from Mr. Thanu Pillai's speech and Mr. Elenkath's speech that the D. P. I.'s office is an experimental station or a training ground. As a matter of fact, Sir, the D. P. I.'s office is an office where extremely heavy work is being done at a very high pressure and under considerable difficulty. It is absolutely necessary that the D. P. I. should be satisfied with regard to the administrative ability, tact and, what is more important, with regard to the loyalty and trustworthiness of the man appointed as his Personal Assistant. As a matter of fact, Sir, this appointment is only 10 years old and during these 10 years, there have been changes. Mr. O. M. Cheriyan, for instance, was there for over two or three years. Mr. Sivaramakrishna Iyer was Personal Assistant for four or five years. Mr. Renga Iyer is Personal Assistant now for over three years. Whenever a change has taken place, it has taken place either because there was a change in the Directorship or because the Personal Assistant had to go out on promotion.

It seems to me, Sir, that under the conditions in which the D. P. I. has to work, it would be very unfair to him to tie his hands or fetter his discretion in any way in this matter.

Mr. Thanu Pillai referred to undesirable affinities that may be contracted by the Personal Assistant. I do not know what he had in mind, but, whatever it may be, the D. P. I., an outsider, or an insider, ought to be able to rectify that sort of defect. It can be easily brought to his notice and if he feels that the Personal Assistant is taking undue advantage of his position or making use of his position in any undesirable way, it is the easiest thing in the world to send him away and ask for another.

In that connection, Sir, I was rather amused to hear from Mr. Velayudhan Pillai that, because the D. P. I. is so heavily worked, appointments are very largely controlled or influenced by his Personal Assistant. I say I was amused, because no D. P. I. can have much control over appointments now. Our hands are completely tied by waiting lists, seniority lists, gradation lists and other kinds of registers and we have to follow these lists most rigidly and not the slightest deviation can be made in these lists without the approval of Government.

MR. T. P. VELAYUDHAN PILLAI (*Tiruvalla III*): ഈ ആണ്ടിൽ പത്തനായി എത്ര ഗ്രാഡ്‌വേറർ ടീച്ചേഴ്സിനെ നിയമിച്ചിട്ടുണ്ട്?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): There were no permanent appointments. Some temporary hands may have been taken.

MR. T. P. VELAYUDHAN PILLAI (*Tiruvalla III*): ആകെ എത്ര ന്യൂനം ഈ ആണ്ടിൽ നടത്തിയിട്ടുണ്ട്?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): I am unable to say. No new permanent appointment was made this year.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): This year means the educational year or Malayalam year?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): I am speaking of 1108.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): Am I to understand that no new hand was recruited in 1108 in the Education Department?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): No, not in the High Schools.

MR. S. J. NAIR (*Nedumangad*): May I know from the member whether the waiting list is conducive to the progress of education?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): That is a different question altogether. Mr. Velayudhan Pillai asked about graduate teachers and my answer was about graduate teachers in English Schools.

As regards the under-representation of Nayars in the Education Department—

PRESIDENT: That does not arise. I have ruled it out.

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): Thank you, Sir. As I said, the work of the D. P. I.,—

MR. S. J. NAIR (*Nedumangad*): May I know from the member whether there is actual under-representation of Nayars in the Education Department?

PRESIDENT: I have ruled that that does not arise.

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): In the headquarters office of the Education Department in the British Indian Provinces and the Indian States, you will find that the Director is assisted by several officers of the superior grade. In Madras, for instance, there are three Deputy Directors of Public Instruction, besides a Personal Assistant. And, until last year, there was also a Deputy Directress.

PRESIDENT: That is not relevant.

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): I am pointing that out, Sir, to show that if I had a number of officers under me and if one of them is being transferred, from time to time, such transfer will not affect me greatly. The only officer now for the assistance of the D. P. I. is the Personal Assistant.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): Would the Director prefer a Council to a Personal Assistant for his assistance?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): No, Sir. If a Personal Assistant remains too long in the office and become stale, the D. P. I. may send him away. If he goes out on promotion, then a new man can be taken. A Personal Assistant should be efficient, reliable and trustworthy.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): May I know whether the Personal Assistant does not get out of touch with teaching?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): I am not attaching much importance to that, Sir, because we generally take a senior Headmaster who had been in the teaching line for a number of years. When he goes back to a school, after working in the office, he may really be fresher and more useful.

MR. S. J. NAIR (*Nedumangad*): Does the member say that the appointment of a Personal Assistant is useful to him?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): The Personal Assistant cannot really be included in the cadre of Headmasters at all, because the work is of a specialised nature. When a Headmaster is appointed as a Personal Assistant, he begins to learn the work in the first year and in the second year he will be useful and in the third year he will be more useful. If he is to be sent away after the second year, it will be very hard for the department.

Finally, Sir, I wish to state that the re-organisation of the head office was one of the terms of reference placed before the Statham Committee by the preliminary committee, of which I was a member.

MR. T. P. VELAYUDHAN PILLAI (*Tiruvalla III*): ഈ ആണ്ടിൽ പുതു തായി നടത്തിയിട്ടുള്ള നിയമനത്തെപ്പറ്റിയാണ് ഞാൻ ചോദിച്ചത്.

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): I said that I was unable to say just at this moment. I am speaking of the D. P. I.'s office. That office is very different from other departmental headquarters offices which the member has in mind. I can only compare it with the D. P. I.'s offices in other parts of India.

MR. T. P. VELAYUDHAN PILLAI (*Tiruvalla III*): രണ്ടു വർഷത്തിലൊരിക്കൽ മാറാത്ത കവണ്ണ വിശ്വസ്തതയും സാമത്രിയുമുള്ള ആളുകൾ ഡിപ്പാർട്ടുമെന്റിൽ ഉണ്ടെന്നറിയാമോ?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): There may be. But the D. P. I. must be left unfettered. If he finds, in the course of his tours, that some Headmaster is capable and reliable, there is nothing to prevent him recommending that person as the Personal Assistant. My position is that the D. P. I.'s hands should not be tied. He must be allowed to keep him as long as he likes.

MR. T. P. VELAYUDHAN PILLAI (*Tiruvalla III*): അത് ഞാൻ ചോദിച്ചു ചോദ്യത്തിനു തരമായില്ല. ഈ ഏർപ്പാടുകൊണ്ട് പൊതുജനങ്ങൾക്ക് വളരെ ഭൂഷ്യം സംഭവിക്കുന്നു എന്നറിയാമോ?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): I am contending that there is no such hardship inflicted upon the public. On the contrary, it is conducive to efficiency and in that way it benefits Government and the people.

MR. M. SIVATANU PILLAI (*Tovala*): May I know what objection the member has with regard to Mr. Thanu Pillai's suggestion that at least a chance may be given to other Headmasters and this idea may be borne in mind by the Director of Public Instruction?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): I was going to deal with that point. The whole question of re-organisation is in the melting pot. I am sure there will be recommendations in the Statham Report in regard to the re-organisation of the office and I feel it is premature now to pass a recommendation on the subject. I would therefore request Mr. Thanu Pillai, specially in view of the fact that the whole question of re-organisation is to be taken up for consideration, that he will deem fit to withdraw the motion.

MR. A. THANU PILLAI (*Trivandrum—Rural*): After hearing the Director of Public Instruction, I feel, I am not in a position to withdraw the motion. If he had told me that the suggestion is worthy of consideration and that the Personal Assistant may be changed once in two or three years, I could have understood him. But he says that the Director should have unfettered discretion and that he must be allowed to choose the man he wants and to continue him as long as he likes.

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): On a point of personal explanation, Sir, there is a Government order that the Personal Assistants should be selected from the cadre of Headmasters. To that extent the D. P. I.'s discretion is fettered, and I plead that his discretion should not be further restricted.

MR. A. THANU PILLAI (*Trivandrum—Rural*): There is no misunderstanding. I have fully understood him. There is a large number of Headmasters. I think there are about 20.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): Is not personal loyalty a matter of paramount consideration?

MR. A. THANU PILLAI (*Trivandrum—Rural*): I am not very much concerned with personal loyalty. Other Heads of Departments select subordinates to work under them and they rely on these officers for loyalty. There is no reason why the Director of Public Instruction should have specially loyal people.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): May I know whether there is any single instance in which the Personal Assistant was found fault with by the Director of Public Instruction?

MR. A. THANU PILLAI (*Trivandrum—Rural*): I do not know. There cannot be any special question of loyalty or disloyalty in this case. That should not at all interfere with this matter. I think the D. P. I. can find a sufficient number of loyal people from among the Headmasters. Of course, the Director must be able to choose competent men. He should also be allowed to retain such men. I can understand that point. But to say that a man once selected should not be asked to go out until there is a change in the personnel of the Director or the officer gets a promotion, is a position which I cannot understand. Why should a Personal Assistant change with the change in the personnel of the Director?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): I did not say that there should be a change. I said from the history of the appointment there has been a change.

MR. A. THANU PILLAI (*Trivandrum—Rural*): Now, Sir, if there is a change as seen from the history of the appointment, that shows something that is not quite desirable. That is my understanding of the matter. Of course, I concede that the man should be able, reliable, honest and loyal. But there is no reason why a particular officer should be kept there for an unduly long period. Now the Director says that there is absolutely no objection in a Headmaster being kept out of touch with his teaching work and school supervision work for any number of years and then being sent back to a High School as Headmaster.

MR. K. GEORGE (*Chief Secretary to Government*): Will it not be constantly upsetting the D. P. I.'s office if you change frequently?

MR. A. THANU PILLAI (*Trivandrum—Rural*): I do not want frequent changes. I want only a change once in two or three years. There is some understanding that officers should be transferred once in three years.

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): When I said that the discretion of the Director should be left unfettered, I do not mean that he is not going to bear in mind the discussion that has taken place here.

MR. A. THANU PILLAI (*Trivandrum—Rural*): Anyhow that is what I understood from him and so I press the motion.

The motion was then put and lost.

PRESIDENT: Certain motions have been received late. I propose to allow them unless anybody objects. The first one is out of order, because the particular subject has been discussed. The second is that of Mr. Ramakrishna Panicker to reduce the allotment of Rs. 14,214 for Establishment under Direction by Rs. 10. This is moved to urge the necessity of reducing the number of text-books.

MR. E. V. KRISHNA PILLAI (*Pattanamittita*): I have tabled a motion with regard to the prescription of text-books. I think I can also make my motion just now. That has been the practice followed hitherto.

PRESIDENT: You can speak on this motion.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): Sir, can we get a list of the late motions.

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): Even I got the list of late motions only at 12-30 to-day.

MR. K. KUNJUKRISHNA PILLAI (*Quilon*): Sir, I object to the motion being moved. We have not been given sufficient notice of the motion nor do we know the object of it.

PRESIDENT: I rule all the late motions out of order.

Motion No. 110

MR. V. K. VELAPPAN NAIR (*Vaikana*): എഡ്യൂക്കേഷൻ ഡയറക്ടർ
 ടെ സഞ്ചാരപ്പടിവകയിൽ കൊള്ളിച്ചിട്ടുള്ള ൨,൦൦൦ രൂപായിൽനി
 ന്ന ൧൦ രൂപാ കറയ്ക്കണമെന്നുള്ള ഉപക്ഷേപത്തെ ഞാൻ ഇവിടെ അ
 വതരിപ്പിച്ചുകൊള്ളുന്നു. ഞാൻ ഈ ഉപക്ഷേപം അവതരിപ്പിക്കുന്നത്
 വിദ്യാഭ്യാസഡിപ്പാർട്ടുമെന്റിലെ മലയാളംവകുപ്പിനെ സംബന്ധിച്ചുള്ള
 ചില വിവരങ്ങൾ ഈ സഭമുമ്പാകെ കൊണ്ടുവരുന്നതിനുവേണ്ടിയാണ്.
 വിദ്യാഭ്യാസഡിപ്പാർട്ടുമെന്റിലെ മലയാളംവകുപ്പിൽ ആകെ ൩,൪൩൩
 മലയാളംസ്കൂളുകൾ ഉണ്ട്. ഈ ൩,൪൩൩ സ്കൂളുകളിലുംകൂടി
 ൧,൪൩൩൨൦ കുട്ടികൾ വിദ്യാഭ്യാസംചെയ്യുന്നുണ്ട്. ഇത്ര വലിയ
 ഒരു സംഖ്യ വിദ്യാർത്ഥികൾ അഭ്യസനം നടത്തിവരുന്ന സ്ഥാപനങ്ങളെക്കു
 റിച്ചുള്ള വിദ്യാഭ്യാസഡയറക്ടർടെ അന്വേഷണം തൃപ്തികരമല്ലെന്നു വി
 ദ്യാഭ്യാസഡിപ്പാർട്ടുമെന്റിലെ ആഡ്മിനിസ്ട്രേഷൻ റിപ്പോർട്ടിൽനി
 ന്നുകാണാവുന്നതാണ്. അതായത് "I was on tour for 52 days and visited
 5 Colleges and 33 English schools, 18 Vernacular schools, 2 Training
 schools and 17 Hostels and inspected 6 sites." എന്ന് അതിൽകാണുന്നു.
 ഈ സ്കൂളുകളുടെ ഇൻസ്പെക്ഷനുവേണ്ടി അദ്ദേഹം ൪,൦൦൪ മൈൽ
 യാത്രചെയ്തു എന്ന് പറഞ്ഞിരിക്കുന്നു. ഈ ൩,൪൩൩ സ്കൂളുകളിൽ
 ൧,൦൧൨ എണ്ണം ഗവണ്മെൻറുവിദ്യാലയങ്ങളാണ്. ഒരു വർഷത്തിൽ
 ൧൨ ടി വസം സങ്കുട്രചെയ്തതിൽ ൧൧൮ സ്കൂളുകൾ മാത്രമാണ് വിദ്യാഭ്യാസ
 ഡയറക്ടർടെ ഓഫീസിൽപെട്ടിട്ടുള്ളത്. ഇടക്കാലത്തു മലയാളം വിദ്യാ
 ലയങ്ങൾ നാട്ടുകാർ പണിയിച്ച ഗവണ്മെന്റിനെ ഏല്പിച്ച ഗവണ്മെൻറു
 വിദ്യാലയമായി നടത്താവരികയായിരുന്നു പതിവ്. അന്നത്തെ എ
 ഡ്യൂക്കേഷൻകോഡ് അനുസരിച്ചുള്ള കെട്ടിടങ്ങൾ വേണമെന്നു വിദ്യാഭ്യാ
 സമേലയ്യക്ഷൻ ജനങ്ങളെ നിർബന്ധിക്കുകയോ സ്വമനസ്സാലെ ജന
 ങ്ങൾ അതിനു തയ്യാറാകുകയോ ചെയ്തിരുന്നില്ല. ഇത് പത്തുപതിന
 ഷ്യുകൊല്ലാമുമ്പുള്ള സംഗതിയാണ്. അന്നത്തെ വിദ്യാഭ്യാസമേലയ്യ
 ക്ഷൻ തന്റെ സ്വന്തം അഭിമാനസംരക്ഷണത്തിനുവേണ്ടി താല്ക്കാലികാ
 വശ്യങ്ങളെ നിറവേറ്റി ഏതു രീതിയിലും വിദ്യാഭ്യാസത്തെ പ്രോത്സാ
 ഹിപ്പിക്കുന്നതിനു തയ്യാറായിരുന്നു. അങ്ങനെയുള്ള സ്കൂളുകൾ പത്തു
 പതിനഞ്ചുവർഷത്തെ പഴക്കംകൊണ്ട് ഇപ്പോൾ നശിച്ചുതുടങ്ങിയിരി
 ക്കുന്നു. കഴിഞ്ഞതും അതിനുമുമ്പിലത്തേയും കൊല്ലങ്ങളിൽ ആയി അ
 ഞ്ഞോ ആറോ സ്കൂളുകൾ വീണ്ടുപോകയും തന്നിമിത്തം സാധ്യമായ
 ചില കുട്ടികൾക്ക് അക്കാലമരണംതന്നെ സംഭവിക്കുകയുംചെയ്യാൻ ഇട

യായിട്ടുണ്ടെന്നു ഗവണ്മെൻറിന്നു അറിയാവുന്നതാണ്. ഇങ്ങനെയുള്ള വിദ്യാലയങ്ങളുടെ പൂർണ്ണമായ അഭിവൃദ്ധി ഗവണ്മെൻറു യാതൊന്നും ചെയ്യുകാണുന്നില്ല. ഈ മാതിരി വിദ്യാലയങ്ങളുടെ സ്ഥിതി മോശമാണെന്നു ഗവണ്മെൻറിന്റെ ട്രഷറിയിൽ ഇൻസ്പെക്ടർമാർക്കു കൊണ്ടുവരുന്ന എങ്കിൽ ഉടൻതന്നെ ഗവണ്മെൻറിൽനിന്നു ആ സ്കൂൾ നന്നാക്കിക്കൊടുക്കണമെന്നു വിചാരിക്കും. ഇന്നത്തെ കാലസ്ഥിതിയനുസരിച്ച് കുട്ടികളെ വിദ്യാഭ്യാസം ചെയ്യിക്കാതിരിക്കുന്നത് ഒരു പോരായ്മയാണെന്നു എല്ലാ പൗരന്മാർക്കും ബോധ്യപ്പെട്ടിട്ടുണ്ട്. ഒരു കരയിലുള്ള ഒന്നോ രണ്ടോ സ്കൂളിനെ നിറുത്തിക്കളഞ്ഞാൽ അടുത്ത കരയിലുള്ള സ്കൂളുകളിലേയ്ക്കു കുട്ടികളെ പഠിപ്പിക്കുന്നതിനു സൗകര്യമില്ലാത്തതുകൊണ്ട് ഈ സംഗതിയിൽ ജനങ്ങൾ പരാതിയുണ്ടാക്കുന്നില്ല. തങ്ങളുടെ കുട്ടികളുടെ ജീവനെ ബലികഴിച്ചും വിദ്യാഭ്യാസം ചെയ്യിക്കണമെന്നുള്ള ആശയം ജനസാമാന്യത്തിനുള്ളതു്. ഈ കാരണത്താൽ അനേകം സ്കൂൾ കെട്ടിടങ്ങളുടെ ശോച്യാവസ്ഥയെപ്പറ്റി ഡിപ്പാർട്ടുമെൻറിന്റെ ട്രഷറിയിൽകൊണ്ടുവരുവാൻ ജനങ്ങൾ മടിക്കുന്നുണ്ട്. ഞാൻ പ്രതിനിധീകരിക്കുന്ന നിയോജകമണ്ഡലത്തിൽ ഒന്നരണ്ടു സ്കൂളുകൾ വീണ്ടുപോയിട്ടുണ്ട്. സ്കൂളുകൾ ഇല്ലാത്ത കരകളിൽ വിദ്യാഭ്യാസത്തിന്റെ ആസക്തി കൊണ്ട് സ്കൂൾ നടത്തണമെന്നു ആവശ്യപ്പെട്ട് ഈ ക്ഷാമകാലത്തുതന്നെയും ചില്ലറ കെട്ടിടങ്ങൾ ഉണ്ടാക്കി ജനങ്ങൾ ഗവണ്മെൻറിലേക്ക് വിട്ടുകൊടുത്തുവരുന്നു. ഇപ്പോഴത്തെ ബഡ്ജറ്റിൽ ഈ മാതിരിയുള്ള മലയാളം സ്കൂൾ കെട്ടിടങ്ങൾക്കുവേണ്ടി ഗണ്യമായ ഒരു തുക നീക്കിവെച്ചിട്ടുള്ളതായി കാണുന്നില്ല. ഡിപ്പാർട്ടുമെൻറിന്റെ ഉപേക്ഷകളെ ഈ സമുച്ചാരകയൊ, ഗവണ്മെൻറുച്ചാരകയൊ കൊണ്ടുവരുമ്പോൾ, സ്കൂൾത്താങ്കമ്മറ്റി റിപ്പോർട്ടുവന്നതിനുശേഷം ആലോചിക്കുന്നതാണ് എന്നു തീരുമാനം ചെയ്യുന്നതായാൽ കേൾക്കുന്നവർക്കു അതു ന്യായമെന്നു പക്ഷെ തോന്നിയേക്കാം. എന്നാൽ വിദ്യാഭ്യാസരീതി എങ്ങനെ പരിഷ്കരിച്ചാലും അതിലേക്കു വിദ്യാലയങ്ങൾക്കുതന്നെ സാധിക്കയില്ല എന്നുള്ളതു് തീർച്ചയാണല്ലോ. അതിനാൽ കെട്ടിടങ്ങളെ സംബന്ധിച്ച ഗവണ്മെൻറുപ്രത്യേകം ശ്രദ്ധിക്കേണ്ടതാണ്. കെട്ടിടങ്ങളുടെ മോശസ്ഥിതിയെപ്പറ്റി വിദ്യാഭ്യാസ ഡയറക്ടറുടെ ട്രഷറിയിൽ പെടുത്തിയിരുന്നു എങ്കിൽ ഉടനെ ആ സ്കൂളിനെ നിറുത്തുകയോ അല്ലെങ്കിൽ ആ സ്കൂൾ നന്നാക്കുന്നതിനുള്ള പണം അനുവദിക്കാൻ ഇടയാകുകയോ ചെയ്യുമായിരുന്നു. അസിസ്റ്റൻറ് ഇൻസ്പെക്ടറുടെ ട്രഷറിയിൽ പെടുന്ന അത്താള സ്കൂളുകളെ

[Mr. V. K. Velappan Nair.]

സംബന്ധിച്ചുള്ള യഥാർത്ഥരൂപം ചീഫ് ഇൻസ്പെക്ടറെ അറിയിച്ചാൽ അദ്ദേഹം അതൊക്കെ ഡയറക്ടറെ അറിയിക്കുന്നുണ്ട്. ആ സംഗതികൾ റിപ്പോർട്ടുചെയ്ത വരുമ്പോൾ അതിന്റെ യഥാർത്ഥരൂപം അകലെ യരിക്കുന്ന ഡയറക്ടർക്ക് മനസ്സിലാക്കുന്നതിനോ ഉടൻ പരിഹാരം ചെയ്യുന്നതിനോ സാധിക്കയില്ല. എന്റെ അയൽത്താലൂക്കായ ചേൽത്തലൈ ഞാൻ സന്ദർശിച്ച് പോയിരുന്നു. അവിടെ ഒരു സ്കൂൾ കെട്ടിടത്തിൽ വെച്ചാണ് ഇലക്ട്രിക് സംബന്ധിച്ച പോളിംഗ് നടത്താൻ നിശ്ചയിച്ചിരുന്നത്. പോളിംഗ് ആഫീസർ കെട്ടിടത്തിന്റെ മോശസ്ഥിതികളെ കെട്ടിടത്തിനകത്തിരുന്നു പോളിംഗ് നടത്തുന്നതിനു വളരെ ഭയപ്പെട്ടു. ഇത്ര പരിതാപകരവും ഭയനീയവുമായ നിലയിലാണ് മലയാളം സ്കൂൾകെട്ടിടങ്ങൾ സ്ഥിതിചെയ്യുന്നത്.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*) : അമ്പലപ്പുഴ ഒരു സ്കൂൾകെട്ടിടത്തിന്റെ മേൽക്കൂരയെ കാറ്റടിച്ചു ഓരുകൊണ്ടുവെച്ചതായി മെമ്പർക്കറിയാമോ?

MR. V. K. VELAPPAN NAIR (*Vaikam*) : അറിഞ്ഞുകൂടാ. എന്നാൽ പല കെട്ടിടങ്ങളുടെയും മേൽക്കൂരയും തൂണുകളും പ്രകൃതിതന്നെ പലസ്ഥലത്തും മാറിവയ്ക്കുന്നുണ്ട് എന്നെനിക്കറിയാം.

ഇപ്പോഴത്തെ ബഡ്ജറ്റിൽ ഒരു വലിയതുക തിരുവനന്തപുരത്തു കാളേജുകൾക്കും ഹോസ്റ്റൽകെട്ടിടം വെച്ചതാക്കുന്നതിനും നീക്കിവെച്ചിരിക്കുന്നു. അതിലെ ഒരു ശതമാനം ഒരു ലക്ഷം രൂപയുണ്ടെങ്കിൽ അനേകം കെട്ടിടങ്ങൾ തിർക്കാമായിരുന്നു. അതിനാൽ ഈ സംഗതിയിൽ ഗവണ്മെന്റിന്റെ ശ്രദ്ധ ഉടൻ പതിയണമെന്ന് അപേക്ഷിച്ചുകൊള്ളുന്നു.

മലയാളം സ്കൂൾ ഭരണത്തിൽ തന്നെ രണ്ടിനമുണ്ട്. സ്രീകളുടെ വിദ്യാലയങ്ങൾ ഇൻസ്പെക്ടറുടെ കീഴിലും ആൺകുട്ടികളുടെ വിദ്യാലയങ്ങൾ ഇൻസ്പെക്ടറുടെ കീഴിലുമാണ് ഇരിക്കുന്നത്. സ്രീകളുടെ വിദ്യാലയത്തിന്റെ ഭരണത്തിന് മലയാളം അറിയാവുന്ന ഒരു മേധാവിയെ ഇതുവരെ കിട്ടിയിട്ടില്ല. ഇങ്ങനെയുള്ള സ്ഥാപനങ്ങളുടെ ചുമതല മലയാളം ഒട്ടും അറിയാൻ പാടില്ലാത്ത ഒരു മേലധ്യക്ഷനിൽ ഇരുന്നാൽ മലയാളവിദ്യാലയങ്ങൾക്ക് എത്രമാത്രം പ്രോത്സാഹനം കിട്ടുമെന്നുള്ളത് ഉൾക്കൊള്ളാത്തതാണ്. മദ്രാസ് യൂനിവേഴ്സിറ്റിയിൽ നിന്നുപോലും മലയാളത്തിനു പ്രാധാന്യം കൊടുത്തിരിക്കുന്ന ഈ കാലത്ത് ഈ സംഗതിയിൽ ഇത്രമാത്രം അശ്രദ്ധ നമ്മുടെ ഗവണ്മെന്റ് പ്രകടിപ്പിക്കുന്നത് അക്ഷന്തവ്യമായ ഒരു പരാധമാണ്.

മലയാളംസ്കൂൾ അദ്ധ്യാപകന്മാർക്ക് ഒരു വലിയ സങ്കടത്തിന് ഇടയായിട്ടുള്ള ആയിരത്തിയൊരുന്നൂറ്റിനും ഒരുനൂറ്റിമൂന്നിനും ഇടക്കുള്ള ആക്ടിംഗ് ലിസ്റ്റിന്റെ കാര്യം ഗവണ്മെന്റിന്റെ ഭൂഷിയിൽ കൊണ്ടുവന്നുകൊള്ളട്ടെ. അനേകകാലം ആക്ട് ചെയ്തവരുടെ അവകാശത്തെ അവഗണിച്ച് നിയമനം നടത്തുന്നത് അക്രമമായിട്ടുള്ളതാണ്. ഒരു യജമാനനെ സേവിക്കുന്ന ഭൂതൻ യജമാനന്റെ ഇഷ്ടവും വിരോധവും അനുസരിച്ച് അയാളെ സേവിക്കുവാനും വിട്ടുപോകുവാനും നിർബന്ധിതനാകുന്നതുപോലെ ഗവണ്മെന്റിനെ സേവിക്കുന്നവരേയും ഇഷ്ടംപോലെ പിരിച്ചുവിട്ടുന്നത് കഷ്ടമാണ്. എട്ടുപത്തും വർഷം ആക്ടിംഗായി ജോലിചെയ്ത അദ്ധ്യാപകന്മാരെയും പിരിച്ചുവിട്ടിട്ടുണ്ട്. അതിനുള്ള കാരണം എന്തായിരുന്നാലും അവരെക്കൂടെ ലിസ്റ്റിൽ ഉൾപ്പെടുത്തി അവരുടെ സർവ്വീസിനെ പരിഗണിച്ച് അവർക്ക് ശരിയായ പ്രോത്സാഹനം നൽകേണ്ടതാണ്.

മുമ്പുപറഞ്ഞ ന. രാമസ്വാമികളിൽ രണ്ടായിരത്തിനാലുനൂറു ഗ്രാൻറ് സ്കൂളുകളാണ്. ഗവണ്മെന്റ് നേരിടുന്നതല്ല വിദ്യാലയങ്ങളെപ്പോലെ ഗ്രാൻറ് സ്കൂളുകളുടെ സംഗതിയിലും ഗവണ്മെന്റ് ശ്രദ്ധിക്കാതിരിക്കുന്നുണ്ട്. പ്രൈവറ്റ് ഏജൻസി നടത്തുന്ന വിദ്യാലയങ്ങൾക്കും കൂടി ഗവണ്മെന്റ് ശരിയായ ആനുകൂല്യം നൽകേണ്ടതാണ്. രണ്ടുകൊല്ലമായി, അനേകം സ്കൂളുകൾക്ക് ഗവണ്മെന്റിൽ നിന്ന് ഗ്രാൻറു കിട്ടുന്നില്ലെന്നു അറിയുന്നു. ഈ സാമ്പത്തികാധിപത്യതകാലത്തു സ്വന്തമായി പണം മുടക്കി നടത്തിവരുന്ന വിദ്യാലയങ്ങൾക്ക് ഗവണ്മെന്റിന്റെ പ്രോത്സാഹനം ഇല്ലാതെ വരികയാണെങ്കിൽ അതിൽ പരം കഷ്ടമായി മററാനുണ്ടെന്നായില്ല. തന്നിമിത്തം അനേകം വിദ്യാലയങ്ങൾ നിർത്തേണ്ടതായും വന്നേയ്ക്കും. വിദ്യാഭ്യാസത്തിനുവേണ്ടി പരിഷ്കൃതരാജ്യങ്ങൾ ഭഗീരഥപ്രയത്നം ചെയ്യുന്ന ഇക്കാലത്തു നാം ആ സംഗതിയിൽ ഉപേക്ഷിക്കാണിക്കുന്നത് ഒട്ടും ശരിയല്ല.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): ഗ്രാൻറ് പള്ളിക്കൂടങ്ങളിലെ അദ്ധ്യാപകന്മാരുടെ നിയമനത്തെ സംബന്ധിച്ചുകൂടി ഗവണ്മെന്റിന് അധികാരം കൊടുക്കണമെന്ന് മെമ്പർക്ക് അഭിപ്രായമുണ്ടോ?

MR. V. K. VELAPPAN NAIR (*Vaikam*): ഗ്രാൻറ് പള്ളിക്കൂടങ്ങളിൽ പത്തും ഇരുപതും കൊല്ലമായി ജോലിനോക്കുന്നവരെ ഗവണ്മെന്റ് സ്കൂളിൽ ഒഴിവുവരുമ്പോൾ നിയമിക്കണമെന്ന് എനിക്കഭിപ്രായമുണ്ട്.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*) : ഗ്രാൻഡ് പള്ളിക്കൂടങ്ങളിലെ മാനേജരന്മാർ അവരുടെ സ്വന്തം അഭിപ്രായമനുസരിച്ച് അദ്ധ്യാപകന്മാരെ മാറ്റിവയ്ക്കുന്നുണ്ടെന്നുള്ള സംഗതി അറിയാമോ?

MR. V. K. VELAPPAN NAIR (*Vaikam*) : അറിയാം. അങ്ങിനെ മാറ്റിവയ്ക്കുന്ന രീതി ഭേദപ്പെടുത്തണമെന്നും ആ കാര്യത്തിൽ ഡയറക്ടർ നിയന്ത്രണമുണ്ടായിരിക്കണമെന്നും അദ്ധ്യാപകസമ്മേളനത്തിൽ വച്ച് റസല്യഷൻ പാസ്സാക്കി അയച്ചിട്ടുണ്ട്. ആ സംഗതികൂടി ഗവണ്മെന്റ് ശ്രദ്ധിക്കണം.

MR. R. RAMAN PILLAI (*Changanachery cum Peermade II*) : ഗ്രാൻഡ് സ്കൂളുകളിലെ അദ്ധ്യാപകന്മാരെ ഗവണ്മെന്റ് സ്കൂളുകളിൽ നിയമിക്കണമെന്ന അഭിപ്രായപ്പെട്ടതിനു കാരണമെന്താണ്?

MR. V. K. VELAPPAN NAIR (*Vaikam*) : ഗ്രാൻഡ് സ്കൂൾ അദ്ധ്യാപകന്മാരുടെ സംഖ്യ വളരെ കൂടുതലാണ്. അവർ ഗ്രാൻഡ് സ്കൂളുകളിൽ നിന്നു കിട്ടുന്ന പ്രോപ്പോഷനും മതിയാകുന്നില്ല.

MR. R. RAMAN PILLAI (*Changanachery cum Peermade II*) : ഗ്രാൻഡ് സ്കൂൾ അദ്ധ്യാപകന്മാർ ശരിയായ ശമ്പളം കൊടുത്തു അവർ പിരിഞ്ഞു പോകുന്ന കാലത്തു അവരുടെ കാലക്ഷേപമാറ്റം മാനേജർ ഉണ്ടാക്കിക്കൊടുക്കാവുന്നതല്ലേ?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*) : Is the member in order to speak in Malayalam, he having undertaken to speak in English?

MR. R. RAMAN PILLAI (*Changanachery cum Peermade II*) : I am speaking to a Malayalam speaking man (*Laughter*).

MR. V. K. VELAPPAN NAIR (*Vaikam*) : ഗ്രാൻഡ് സ്കൂൾ അദ്ധ്യാപകന്മാർക്ക് ഗവണ്മെന്റ് സ്കൂൾ അദ്ധ്യാപകന്മാർക്ക് കൊടുക്കുന്ന ശമ്പളം കൊടുക്കുന്നില്ല.

MR. R. RAMAN PILLAI (*Changanachery cum Peermade II*) : അങ്ങനെയുള്ള പള്ളിക്കൂടങ്ങൾക്ക് ഗ്രാൻഡ് കൊട്ടക്കാതിരിക്കണമെന്ന അഭിപ്രായമില്ലേ?

MR. V. K. VELAPPAN NAIR (*Vaikam*) : എന്നു എന്തിന്നു അഭിപ്രായമില്ല. വിദ്യാഭ്യാസകാര്യം പ്രൈവറ്റ് ഏജൻസികൾക്ക് വിട്ടുകൊടുക്കുന്ന കാലത്തോളം ഗവണ്മെന്റിൽനിന്നു പ്രോപ്പോഷനും ചെയ്തുകൊടുക്കുകയും അതു നടത്താൻ സൗകര്യമുള്ള എന്നാണ് എന്റെ അഭിപ്രായം.

MR. K. PADMANABHAN (*Chirayinkil I*): Sir, I am inclined to support the motion before the House in its essential aspects. I say essential, because the object as indicated by the mover seems to be to point out the neglected condition of the Vernacular branch of the Education Department. Subsequently, in the course of the argument, he happened to include the condition of a few teachers who have been disbanded from the Vernacular Section. I will speak on that issue bearing in mind the principle underlying the motion moved by my friend. There is no need to stress the importance of the Vernacular Education in the State. I may refer particularly to Primary Education. Out of a total population of 50 lakhs and odd, only 12 lakhs are to be seen as literate and that works out at 24 per cent. That means about 38 lakhs roughly, 76 per cent. of the population, are illiterate. About the close of 1107, there has been in all 3,061 Vernacular Primary Schools in the State. Out of this, only 791 are Departmental Schools. The attention paid by the Department in regard to encouragement of Vernacular Education is not adequate. That is my humble view. I understand that as a measure of retrenchment, Government have proposed to close certain schools in the State. In view of the growing need for education and also in view particularly of the fact that these are days when people clamour for compulsory elementary education, the proposal to close the existing schools is not at all advisable. In my constituency there are about 21 primary schools for boys and 6 for girls. I understand that of late there has been a proposal to close one or other of the following Primary schools—namely the Kayikkara V. P. School for Girls and Kovilthottom V. P. School for Boys. The people of the localities concerned have petitioned the authorities praying them to allow the Schools to continue. It is now nearly ten or twelve years since the Vettoor V. P. School fell to ruins. Within a radius of about five or six miles this is the only institution of the kind. It is now being conducted in a rented building situated on a very unhealthy site. I bring these facts to the notice of the House in the earnest hope that the Government will be pleased to devote particular attention to these local needs and will spare no pains to promote Vernacular Education in all its aspects.

I refer to departmental schools. With regard to the two schools, namely, the V. P. boys' school at Kaikara and the V. P. girls' school at Kovilthottam, there has been some trouble with respect to their buildings. When it was brought to the notice of the department that the girls' school building was not safe, the Inspectress at once sent an order to the Headmistress of the school asking her to ascertain the views of the public in regard to the closing down of that school. Sir, if this is going to be the policy of Government in the matter of education, I doubt very much how we are going to do full justice to the growing needs of the country. Similarly the Vettoor primary school building has fallen to ruins and the people have been making representations to the department for the last twelve years. Still, it is regrettable to note

[Mr. K. Padmanabhan.]

that the school is run in a rented building which is not at all convenient for the purpose. And now it seems the authorities have sent a communication to the Headmaster of that school asking him to ascertain the views of the public as to whether they are prepared to put up a building at their own expense. Probably if they are not prepared to do it, the proposal will be to close the school.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): Is it the opinion of the member that no school should be closed down?

MR. K. PADMANABHAN (*Chirayinkil I*): That is not what I say; I am sorry the member has misunderstood me. When Government find that the building of one of their schools is not sound, they should come forward and help the people by putting up a proper building as early as possible. With regard to the Vettoor primary school, I may draw the attention of the Government to the fact that it is a departmental institution and the only one of its kind in the locality, because the only other vernacular school there is at Warkalai, some five miles away.

PRESIDENT: Please speak on the policy of the department and not about individual schools.

MR. K. PADMANABHAN (*Chirayinkil I*): What I want to press upon this House is that adequate attention is not being paid to the promotion of vernacular education. I have therefore very great pleasure in supporting the motion.

MR. K. MAHOMED (*Alwaye*): Sir, I rise to support the motion. In the rural parts of Travancore, especially in the north, people are taking to education only gradually. Year after year, Government is spending a lot of money on education. Education is intended to increase the productive efficiency of the citizen. It is also an important factor in the development of the future citizen. Therefore education must be within the reach of the masses. Without proper buildings, Sir, how can education make sufficient progress? The condition of the vernacular school buildings in North Travancore is, if I may say so, almost hopeless. In my own native place, for example, there is a vernacular middle school which has, perhaps, the oldest building there. Any moment it may collapse and kill the children studying there. As a result of the visit of the previous Director of Public Instruction, there was a proposal to acquire about 30 cents of land for the improvement and reconstruction of that building. I do not know if anything has been done with regard to that. And, it is a departmental school, Sir.

PRESIDENT: Mr. Mahomed, please try and discuss the general policy and not particular schools.

MR. K. MAHOMED (*Alwaye*): I was referring to it only as an illustration, Sir.

PRESIDENT: But, you were emphasising the details too much.

MR. K. MAHOMED (*Alwaye*): I request Government to take speedy action in the matter.

MR. M. N. NAIR (*Kottayam I*): Sir, I rise to support the motion brought forward by Mr. Velappan Nair, about the neglected condition of the vernacular branch of education. I am obliged to do so because of the mandate I have been given by some parts of my constituency. At Chengolam North, there is a vernacular school, the building of which was put up by the people at the expense of about Rs. 6,000 and handed over to the Government and the people of the locality were made to understand by the authorities that the further repairs would be looked after by the department.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): Sir, I rise to a point of order. Is the member in order in referring to individual schools?

MR. M. N. NAIR (*Kottayam I*): I am only quoting an instance of the neglected condition of the vernacular schools.

PRESIDENT: There is no objection to quoting instances; but, what is objectionable is to go too much into detail.

MR. M. N. NAIR (*Kottayam I*): The people of the locality have written to me asking me to place the matter before the House. I cannot but refer to it; because I have to do justice to my constituency when I can do so with every propriety. So bringing into the notice of the Government the dilapidated condition of that school, I resume my seat.

MR. EDAVANATT S. PADMANABHA MENON (*Shertala I*): Sir, I rise to support the motion of my friend the member for Vaikom. The condition of some of the vernacular schools in the country parts is really deplorable. My friend Mr. Velappan Nair referred to the dilapidated condition of the Velliyakulam vernacular school in my constituency. His statement can be accepted in its entirety. But there is one small addition I would like to make. The hopeless and dilapidated condition of the school became universally well known during the recent election. This school was fixed as a polling station. Objection was raised to it, not by the candidates or voters or the Polling Officer but by the near relations of the Polling Officer who were interested in his longevity. They frankly put it that they want their relation, the Polling Officer, to live longer and that they apprehended danger to his life if he used that school building as a polling station. Sir, such serious defects of school buildings deserve very serious consideration at the hands of the Government if they want the confidence of the governed. The Department should attend to such matters in the interest of their fair name and the efficiency of their administration. It is true that the adequate financing of all the vernacular schools in the State is a big problem especially in these days of depression. But that is no justification for not attending to such extraordinary cases of a serious nature. There have been several instances, in the past also, of departmental school-buildings actually tumbling down, in my constituency. Fortunately for the children, it did not happen during school hours, but only at night.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): May I know whether the member has any idea as to the approximate cost for improving the condition of the primary schools throughout the State?

MR. EDAVANATT S. PADMANABHA MENON (*Shertala I*): I am not in a position to answer that. I do not say that the Department must immediately take up every school in the State. The Director of Public Instruction must be on the look-out and ascertain for himself such extraordinarily urgent cases and do the needful at once. Such urgent things must not be allowed to lie over till this House gets an opportunity to consider the Statham Committee Report.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): Does not the member expect the co-operation of the public also in such matters?

MR. EDAVANATT S. PADMANABHA MENON (*Shertala I*): To a certain extent, the people will co-operate; there is no doubt about that.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): In the instance referred to by the member, did the people agree to do their mite in the matter; and was such fact brought to the notice of the Department?

MR. EDAVANATT S. PADMANABHA MENON (*Shertala I*): The people are naturally nervous to approach the Department in these matters, since they apprehend that the Department may at once think of closing the school. That is a contingency which we do not want to face especially in my constituency where even little children have to wade through sand, knee deep, for three or four miles, to go to school.

Therefore, Sir, my submission is that the Department must take immediate action in really urgent cases and not rest content with saying that the whole question should wait for the Statham Committee Report being taken up for consideration. In normal times, Sir, we would have expected some sort of assistance from the people. But, during the present economic depression, no kind of help can be expected from them. Having pointed out the need for immediate action in such extreme cases, I support the basic principle of the motion of Mr. Velappan Nair.

MR. S. J. NAIR (*Nedumangad*): In view of the importance of the question of improving the vernacular education in the State, I too wish to join my friends in supporting the motion. Most of the vernacular school-buildings in the State are in a rotten condition and there is no building worth the name.

Coming to my own constituency, Nedumangad, we have not got sufficient schools and even the few schools that we have, do not have proper buildings and equipment. There is only one vernacular middle school for girls for the whole of the Nedumangad taluk. The building of that school fell down a few years ago, and a site has been acquired for a new building. But nothing further seems to have been done. Sir, some of my friends have been complaining that the children in their constituencies had to wade through sand or water to reach their schools,

But, in the case of my constituency, there is no such difficulty ; because there are no schools at all. Due to the absence of schools, very few children actually attend schools. It is high time that the condition of the Nedumangad taluk in the matter of education is improved. The few school-buildings that exist there have also to be improved urgently.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur cum Pattanapuram*) : I also support the principle of the motion : Sir, nobody can question the fact that the condition of many of the vernacular school buildings is far from being satisfactory. The educational code is rarely enforced in regard to departmental schools. If a school happens to be a private school, then, it must be a first class building. It must have a tiled roof, a first class tiled floor, excellent windows and doors and a fine appearance. But, if a school happens to be a departmental school, it might have any kind of roofing ; it need not even be rain-proof. The flooring need not be tiled ; it might be as bad as a tiled garden. The furniture might be made of any stuff. The benches and chairs need not have legs at all ; and if there are any legs, they might be shaky.

Even the accommodation need not be according to the regulation. It is not my purpose to say that the private Schools must degenerate into the kind of Schools that we have got built or maintained by the Department, but the Departmental Schools should be so improved as to reach the standard required by the Education Code. If you travel from one end of the country to the other, you will find a lot of dilapidated departmental Schools. Of course it is not because Government have not got money for spending. They spent Rs. 2 or 3 lakhs on English High School buildings. Take for instance the Vanchiyoore and the Nagercoil Schools. With the money spent on these Schools, I think 50 other excellent Schools might be built.

MR. T. K. VELU PILLAI (*Trivandrum-Urban*) : Are not some of the private Schools managed with a profit to the management ?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur cum Pattanapuram*) : Not primary Schools, so far as I know.

MR. T. K. VELU PILLAI (*Trivandrum-Urban*) : Are they not at least self-supporting ?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur cum Pattanapuram*) : They are not self-supporting either.

MR. T. K. VELU PILLAI (*Trivandrum-Urban*) : Government is spending a lot of money on primary Schools ?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur cum Pattanapuram*) : Yes.

MR. T. K. VELU PILLAI (*Trivandrum-Urban*) : If additional funds are required, would the member advocate a cess for education ?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur cum Pattanapuram*) : I will consider that after Government have exhausted all other resources.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): In regard to the distinction drawn by the member regarding private Schools and Departmental Schools, can the member give us at least one instance of that imperfect construction of a Departmental School since the enforcement of the Education Code.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur cum Pattanapuram*): Education Code was brought into force in 1083 or 1085. There is the Pattayzhi School in the member's own taluk.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): When was the first School started? Is it after 1083?

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur cum Pattanapuram*): I do not know.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): I want to know whether after the enforcement of the Regulation there was any distinction made between private Schools and non-private Schools.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Kunnattur cum Pattanapuram*): I cannot say that. But there is nothing to prevent the Government from maintaining the Schools in proper repair even though they were built before the education code came into operation.

MR. K. A. NARAYANA PILLAI (*Todupuzha cum Devicolum*): In supporting Mr. Velappan Nair's motion regarding the neglected condition of the Vernacular branch of Education, I have to submit a few things. As my friend Mr. S. J. Nair said, there is at least a Vernacular Middle School for girls in Nedumangad. I come from an equally hilly part of Travancore where not even a Vernacular middle School for girls is existing. The public of Thodupuzha once applied for raising the standard of the School there. The Inspectress was kind enough to say that if the public would put up the building the standard of the School would be raised. Accordingly we put up the building and when we applied for the raising of the class, the learned Director was good enough to say that the Inspectress should be punished for making the promise without the necessary sanction of the Director. The matter was referred to in the Popular Assembly and the then Dewan Mr. Watts promised to go into the curious question. As a result of that we got the next class. Even since we have been agitating and we got the 6th class also. But the sanction of the 7th class is still in pregnancy (*laughter*.) Now Sir, there is only one complete middle School for boys. Students are accommodated in two sheds put up years ago called temporary sheds and another additional shed put up recently. They think them to be nice according to the conception of the Department and something like 700 students are being accommodated in these sheds. There is no room to sit, no benches and practically the students are squatting on the ground. I have to say one thing more.

Mr. Velappan Nair spoke about the grants to aided Schools. There is one pucca building of the description of Mr. Changanachery Paramesvaran Pillai at Thodupuzha, a beautiful building, tiled floor, and

every furniture made of teak wood. And no grant has been given even for the first class. I speak these things in the hope that at least the present Director would take these things into consideration and a favourable reply given by him. With these words, I support the motion.

MR. P. CHIDAMBARAM PILLAI (*Commerce and Industry, South*): I support the motion on behalf of a silent section of the Vernacular branch, that is the Tamil section. The neglect of the Department was first of all not a wilful one. We participated in the neglect. We, Tamilians considered that any acquisition of the Tamil language will not carry us any further in public services and therefore we took to Malayalam. Now we are at the stage when neither Malayalam nor English education will give any footing to any body and least of all to the Tamilians.

MR. S. J. NAIR (*Nedumangad*): Cannot that difficulty be overcome by taking away the waiting list kept in the Department?

MR. P. CHIDAMBARAM PILLAI (*Commerce and Industry, South*): Now the difficulty is that we are not permitted to go back to our old Tamil and enough encouragement is not given by the Department. So far as Tamil is concerned, not even a single Inspector for Tamil Schools has been appointed. It is public property that we Tamilians are put to considerable difficulty in learning the Malayalam language and with the best of intentions to learn that language it is phoretically impossible for Tamilians to do it. Even the Brahmins find it very difficult to pick up that language and speak it properly. So much so there was a rule to the effect that the taluks in Nanjanad and Shencotta should be manned by officers who know the Tamil language, That is not being done and that has given rise to a good deal of difficulty. In the Schools also only the Malayalam section is being encouraged.

My friend Mr. S. J. Nair wanted to know what has been done in the matter of relieving unemployment. Sir C. Sankaran Nair in a recent conference said that the people of the West Coast, and that will include Travancore also, will have to go outside for employment on account of the growth of population. If only the Tamil language is cultivated by the Malayalam speaking people, it may be handy. If Tamil language is learned by Travancoreans, one may get employment in South India.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): What about Hindi?

MR. P. CHIDAMBARAM PILLAI (*Commerce and Industry, South*): Therefore I think the Director of Public Instruction should devote some more attention to the fostering of the Tamil language at least in the Tamil taluks of Nanjanad and Shencotta.

MR. S. J. NAIR (*Nedumangad*): Will the introduction of Hindi as a compulsory subject in Vernacular Schools be beneficial?

PRESIDENT: I do not think that question arises.

MR. P. CHIDAMBARAM PILLAI (*Commerce and Industry, South*): There is no harm in learning it also.

MR. N. ABDUR RAHIMAN SAHIB (*Nominated*): Sir, I too support the motion of Mr. Velappan Nair. Reference was made to the deplorable lot of a set of teachers who had been disbanded, viz., those who have acted between 1100 and 1103. I would even go further and say that in this list there are teachers who entered service so early as in 1096.

PRESIDENT: I do not think it comes under this head.

MR. N. ABDUR RAHIMAN SAHIB (*Nominated*): Reference was made by the mover himself to that aspect of the matter. I would emphasise that aspect and say that there are Muhammadan teachers also who have been disbanded and their grievances require sympathetic consideration at the hands of Government. In this connection, I would also point out that there are qualified Muslims—those who have passed the Vernacular Higher Examination and Higher Trained even, and still they have not been entertained in the Education Department though years have elapsed since they have passed.

PRESIDENT: That also does not arise now.

MR. N. ABDUR RAHIMAN SAHIB (*Nominated*): I think I can urge this while supporting the motion before the House.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): Sir, originally I thought I need not speak on this motion but would reserve a few observations to be made under an appropriate head. But I see that there is a rush on this motion and there may not be any chance left to me. Now the criticisms upon this particular motion are advanced mainly with regard to the outward appearance and outfit of Schools with emphasis on the tumble-down tendencies of Government Schools for Vernacular education. There is, no doubt, an amount of truth in that contention. Just as an instance I refer to a deputation that arrived here two days ago from my constituency to tell me that there has been considerable disagreement between the roofing and the walls of the Vernacular School at Ambalapuzha owing to the responsive nature of the building to wind and weather. I think this state of affairs exists not only there but in other parts of the State as well. I was told that School children in some parts of my Taluk cannot well afford to go to Schools for fear of being attacked by crocodiles. Such is the condition of some of the Schools run by the State on account of the sites selected for them. This is only a criticism with respect to the structure and environments of Schools.

But there is need for looking at the question at close quarters, that is with respect to the students themselves who undergo education in these institutions. A sort of inferiority complex is seen in the Vernacular School students when compared to the English School students. Generally the students that resort to the Vernacular Schools may be seen to be underfed, anaemic and ill-provided to all outward appearance. I do not know whether anything like medical examination is

conducted in these schools. Elsewhere, for instance in Ceylon, we see that the school arrangements are excellent. Students are fed in the schools. They have arrangements for bath in the schools and their sanitary requirements are closely attended to. Now, compare the fate of the student population in the vernacular schools here. How deplorable is their condition? Is the Inspector of Vernacular schools struck by the difference in the treatment meted out to the students of the vernacular schools? Does a highly placed officer like Director of Public Instruction in Travancore pay anything like adequate attention to them? These students also are said to be the hope of the rising generation. If this is the sort of hope of the rising generation, I do not know how to distinguish hope from despair. I am submitting, Sir, that whatever be the cry for the extension of the vernacular school system, whatever be the necessity for its expansion, unless attention is paid to the adequacy of the steps at least in the Government schools, the sort of expenditure that the Department is now incurring on vernacular education may well be saved for much better purposes. That is one aspect of the matter.

There is yet another matter, the course of studies that these students are asked to follow. What exactly is the benefit that a student derives from the sort of instruction that is imparted in these institutions is a very pertinent question and it has to be earnestly considered by the Government either along with the Statham Report or otherwise. In fact, it is a hackneyed system that is being now followed in the Vernacular Schools. They are taught all manner of subjects which will not stand them in much good stead in their life. The object of the Vernacular education ought to be different from the course of instruction imparted in English Schools, which has as its ultimate object probably university education. In the case of the Vernacular Schools, some other object more allied to immediate requirements will have to be maintained in view and the course of study modified accordingly. Now even in the matter of the teaching of language, it is an unregenerate course that holds the ground in the Vernacular Schools. The way in which it is done is markedly negligent. The text-books prescribed are full of mistakes in printing, language, style and grammar, because the prescription of text-books now is managed in a cryptic way which excludes the voice of scholars and the public.

MR. S. J. NAIR (*Nedumangad*): May I know from the member who is responsible for prescribing such text books?

PRESIDENT: I think that matter comes up later and does not arise now.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): I have not got anything like reliable information in the matter. At least in that respect better care is necessary. Elsewhere, for example in the sister State of Cochin, the teaching of language is specifically attended to by Inspectors employed for the purpose. They are not satisfied with the common Inspector going about and doing a sort of inspection. There is no such arrangement here.

[Mr. P. K. Narayana Pillai.]

Allied to this subject there are other matters to be considered and the whole thing would seem to stand in need of a thorough overhauling. The sort of inspection that is now carried on is no inspection at all because it is a formal routine hardly penetrating the surface. The numerical strength of the schools said to have been inspected is the main thing that counts. How far instruction is being imparted, how far it takes effect, whether there is scope for reform and progress, how to adapt vernacular education to the necessities of life, these factors should be kept in view.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): Is it a defect of the system or is it a defect of the person?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): Both as I presume. The system itself is somewhat rotten and then probably the other element also comes in (*Laughter*).

So I submit, Sir, that there is need for a close scrutiny. Government are spending already a good deal on it and I am not finding fault with Government for anything like niggardliness. They are very generous. But their generosity after all is not productive of proportionate advantages.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): Sir, I move that the question be now put.

MR. C. V. CHANDARASEKHARAN (*Ag. Director of Public Instruction*): Sir, it is barely three weeks since I assumed charge of the office of the D. P. I. and during this short period owing to pressure of work in connection with the Assembly I have not been able to go out and visit any of the schools outside Trivandrum. I am therefore very grateful to the members who have spoken on this motion and who have in the course of their general remarks drawn my attention to the defects of individual schools. I have made a very careful note of the references made to the individual schools and I can assure the members that as speedy and as effective an action as possible would be taken with regard to the individual cases. Surely Mr. Padmanabha Menon has been unkind to me when he said I would quote Statham's Report in defence of delay. When a school building is tottering or in a dangerous condition, we need not have to wait for Statham's Report to conduct certain necessary repairs. The case of the school which Mr. P. K. Narayana Pillai referred to came to my notice recently. It is a school which was in danger of crashing down on account of a storm and I can assure him that I have issued orders with regard to that school.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): A word of explanation, Sir. I am thankful to the Director for the speedy action he has taken. I myself brought it to his notice.

MR. T. K. VELU PILLAI (*Trivandrum-Urban*): Will the Director be prepared to call for a list of all the schools in the State which are in a dangerous or dilapidated condition?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): There are such lists. But the only trouble is with regard to funds. There were ample funds for the repair of schools before the depression period began and even now during the depression period we have an allotment of about Rs. 40,000 for the repair of Vernacular Middle and Primary schools.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): Is there not a list prepared up to date with regard to schools which are in an unsound condition?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): Oh, yes.

MR. A. THANU PILLAI (*Trivandrum—Rural*): Are there not more schools coming within that list year after year?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): Yes, there are.

MR. N. E. VARUGHESE (*Tiruvalla I*): കുട്ടികളുടെ ജീവനെ ബാധിക്കുന്ന സ്കൂളുകൾ നന്നാക്കുന്നതിന് പണമില്ലെന്നു പറയുന്നത് സങ്കടമല്ലേ?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): പണം ഉള്ളതുപോലെ ചെലവു ചെയ്യുന്നുണ്ട്.

MR. N. E. VARUGHESE (*Tiruvalla I*): മറ്റുള്ള കുട്ടികളും കെട്ടിടം ഉരുണ്ടു വീണ് ചാകണമെന്നാണോ പറയുന്നത്?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): As I said, in the most urgent cases where a building is reported to be in a very dangerous condition, action is being taken urgently. But to carry out a comprehensive scheme for repairing all school buildings requires considerable funds.

MR. E. V. KRISHNA PILLAI (*Pattanamittta*): With regard to private schools, may I know what conditions are prescribed?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): The usual code conditions are prescribed. I quite sympathise with Mr. Changanachery Paramesvaran Pillai, when he said that the department should not prescribe different conditions and there should be no differential treatment.

MR. E. V. KRISHNA PILLAI (*Fattanamtitta*): I want to know whether it is a fact that differential treatment is being accorded.

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): There is differential treatment only in the sense that in the case of the private schools you can take immediate action but we have to depend upon the Government and the D. P. W. for Government schools.

MR. E. V. KRISHNA PILLAI (*Pattanamittta*): Am I to understand that there is absolutely no differential treatment?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): There is absolutely no differential treatment at all. In the case of the departmental schools we have to get administrative sanction, and the funds have to be got and the D. P. W. will have to be approached. But in the other case even though we give time, two years, three years, four years and so on for observing the conditions and if, even after that no action is taken by the manager, we can immediately proceed to close down the school. Recently the Department had to order the closing of a school because for five consecutive years the school failed to carry out the conditions that had been imposed.

MR. S. J. NAIR (*Nedumangad*): May I know from the member whether the Director of Public Instruction is aware of the destruction of the V. M. School for girls at Nedumangad?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): Yes. That also came up before me. A site has been acquired for the putting up of a new middle school for girls, and information with regard to buildings and the number of rooms required for holding the classes has been called for from the Inspectress. Action will be taken as soon as funds permit.

I have noted down here the question of the disbanding of certain teachers mentioned by one of the members.

MR. T. P. VELAYUDHAN PILLAI (*Tiruvalla III*): മലയാളം ഗ്രാൻഡ് സ്കൂളുകളിൽനിന്നു ഒരു നിശ്ചിതശതമാനം അദ്ധ്യാപകന്മാരെ ഗവണ്മെൻറ് സ്കൂളുകളിലേക്ക് നിയമിക്കണമെന്ന് അവർതന്നെ പ്രസ്ഥാവിച്ചിട്ടുണ്ട്. അതിനെ സംബന്ധിച്ച് ഗവണ്മെൻറിന്റെ നയം എന്താണ്?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): As regards the appointment of teachers from private schools to the departmental schools.—

MR. A. S. DAMODARAN ASAN (*Mavelikara*): That comes under another motion.

PRESIDENT: I do not think that arises under this motion.

MR. M. SIVATANU PILLAI (*Tovala*): May I know from the member what he has got to say with regard to the suggestion of Mr. P. Chidambaram Pillai in connection with Tamil education?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): I have made a note of all the suggestions and I will deal with them as sympathetically as possible.

MR. S. J. NAIR (*Nedumangad*): May I know whether the Director of Public Instruction is aware of the efficiency of the imparting of vernacular education in Nedumangad?

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): Personally I am not aware. One of the members complained about schools being abolished. I think it was Mr. Padmanabhan. The

question should be taken up as a whole. There is such a lot of overlapping in certain areas. There are superfluous schools and in a very small area there are about half a dozen schools competing against each other and with plenty of accommodation. Government is spending a lot of money by way of grant and maintaining their own schools where they are not actually required and where the needs of the locality require only one or two well-filled schools we find half a dozen schools competing with each other and carrying on unhealthy rivalry. This point was noted by the Retrenchment Committee and I think they recommended a special officer to be appointed to deal with each region and to recommend what schools may be abolished. I can quite see that there are certain regions where schools are not sufficiently provided but on the contrary there are other regions where there are too many schools and as I say the problem should be tackled as a whole.

Mr. P. K. Narayana Pillai referred to the pitiable condition of our boys and girls in the Vernacular Schools. I can say he has got my fullest sympathy. It is a very big problem, it is really a problem of poverty and economic backwardness. The magnitude of the problem is so great that it cannot be tackled from the educational angle alone. Take such a simple thing as providing the mid-day meal to the poor boys in our schools the cost will be prohibitive; and for the time being we have only to seek consolation with Abraham Lincoln who said "God loves the poor, otherwise He would not have created so many of them".

I also accept in principle the suggestion that for the improvement of teaching in our schools, we must also have subject Inspectors. There again this is a problem of funds. Not only for the teaching of Malayalam, but for the teaching of other subjects also, it will certainly be useful if there are subject inspectors. It will be very good and desirable to have subject inspectors in the headquarters who would inspect the teaching in particular subjects. It is a question of funds. But I cannot agree with him that the present system of inspection is no good. That is too sweeping a condemnation. To say that our educational system is rotten cannot also be agreed to. The system of education which has produced men of the stamp of Mr. P. K. Narayana Pillai and several others who may be mentioned cannot be said to be rotten. The defects in the present system of inspection are often due to the large work the Inspectors have to do and the very large number of schools they have to inspect. I have nothing more to say.

PRESIDENT: Does anybody else wish to speak?

MR. V. K. VELAPPAN NAIR (Vaikam): വിദ്യാഭ്യാസ ഡയറക്ടർ ഏകദേശം ഉപക്ഷേപത്തിന്റെ പരമാവേദ്യമായ വിദ്യാഭ്യാസങ്ങളുടെ കാര്യത്തിൽ പ്രത്യേകം ശ്രദ്ധപതിപ്പിക്കാമെന്ന് സമ്മതിച്ചതിൽ ഞാൻ സന്തോഷിക്കുന്നു. എന്നാൽ ഇപ്പോഴത്തെ സമ്പത്തികാലഘട്ടം

[Mr. V. K. Velappan Nair.]

കൊണ്ടു കെട്ടിടങ്ങളെ സംബന്ധിച്ചിടത്തോളം തൃപ്തികരമായ നടപടി നടത്തുന്നതിന് തൽക്കാലം സാധിക്കയില്ല എന്ന് അദ്ദേഹം മറുപടി പറഞ്ഞു എന്നാണ് ഞാൻ മനസ്സിലാക്കുന്നത്. നമ്മുടെ ഭാവി നന്നായിവരാൻ ഇടയില്ലാത്തവണ്ണം അതു പരിതാപകരമാണെന്നും വരുന്ന കൊല്ലം ഈ കൊല്ലത്തെക്കാൾ ക്ഷാമംകൂടുന്നതാണെന്നും മുമ്പ് ഇവിടെ നടന്ന പ്രസംഗങ്ങളിൽനിന്നു നാം മനസ്സിലാക്കിയിട്ടുണ്ട്. ആയിരത്തി പന്ത്രണ്ട് ശ്ലാഘ്യ സർക്കാർവകയായുള്ളതിൽ ൭൫ ശതമാനവും മോശമായിരിക്കാൻ ഇടയുള്ളതുകൊണ്ട് ഇപ്പോൾതന്നെ അതിലേക്ക് വേണ്ട സംഖ്യ വിനിയോഗിച്ച് ഈ കാര്യത്തിൽ പ്രത്യേകം ശ്രദ്ധപതിപ്പിക്കണമെന്നുള്ള എന്റെ അഭിപ്രായത്തെ അദ്ദേഹത്തെ അറിയിച്ചുകൊണ്ട് ഈ ഉപക്ഷേപത്തെ പിൻവലിക്കുന്നതിന് അനവാദം ചോദിച്ചുകൊള്ളുന്നു.

The motion was by leave withdrawn.

Motion No. III.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): Sir, I move the following motion:

To reduce the allotment of Rs. 27, 974 for Direction by Rs. 1.

My object in making this motion is to emphasise the fact that the Director is not bestowing sufficient attention and sympathy upon the private schools in the State. The Director and the Government should remember that the advancement of education in this State is to a very large extent due to the work of private institutions and that the Government spend only a comparatively small sum upon these institutions. I find that in the Vernacular branch, for every boy educated in the Departmental schools, Government are incurring about Rs. 7½ per head while in the Grant-in-Aid Schools it is only Rs. 3½. Similarly in the English Schools we find that the Department spends about Rs. 20-As. 8 in Departmental Schools while they have to spend only about Re. 1 As. 2 in Aided Schools per pupil. In looking at this question, Government should remember that it is their paramount duty to encourage private schools. If we look into the conditions of vernacular schools we find that from the year 1106 the policy of the Department has been not to recognise new schools and new classes. They have also been consistently refusing grants to such classes and Schools. Private schools in the Vernacular branch in the State are conducted by comparatively poor people who are doing it with the best of motives contributing all that they have for the advancement of education. And the teachers get from these schools such a low sum as Rs. 7 1/2.

MR. C. V. CHANDRASEKHARAN (*Ag. Director of Public Instruction*): May I correct the member that it is Rs. 8 1/2?

MR. A. S. DAMODARAN ASAN (*Mavelikara*): I thank the member for the correction. Rs. 7 1/2 was the old figure. Anyhow the magnificent sum of Rs. 1 does not improve their condition very much. Even with regard to this grant-in-aid, Government are very reluctant to give it. Government can very well imagine the conditions of poor teachers who have been working without any remuneration for the last two years. The Inspector of schools in the Departmental report which was given to us only this morning states at page 51:

"The Inspector of Vernacular Schools has observed as follows regarding the increase in the number of schools and in the strength:

"The inability to sanction grant-in-aid consequent on the economic depression has been in many cases an unwholesome check on the enthusiasm of private agencies who could open and maintain primary schools only with Government grant-in-aid. I do hope that the time will not be very far off when the disability could be removed and encouragement offered to such private agencies.

"The appreciable increase in the strength of the schools goes to point out how far the people have realised the benefits of elementary education offered to them free and how far they have taken advantage of the same in spite of the acute financial depression still prevailing."

I do not know what the Director has done on those observations of the Inspector. So the most important matter to which I want to draw the attention of the Director and the Government is that they should immediately sanction the necessary amount for giving grant-in-aid to the teachers who are employed in the new classes and new schools opened after 1106 and they must be given the arrears of grant that is due to them. The Government have given them recognition. There are many people who are anxious to start new schools to educate children but they do not get sufficient convenience. Government should see that recognition is granted to these schools also.

MR. V. RAMAKRISHNA PANICKAR (*Kartikapalli II*): Was any recognition refused?

MR. A. S. DAMODARAN ASAN (*Mavelikara*): I know in many cases recognition has been refused.

MR. V. RAMAKRISHNA PANICKAR (*Kartikapalli II*): Where?

MR. A. S. DAMODARAN ASAN (*Mavelikara*): Even in the member's own constituency I know that recognition was refused.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): May I know whether there is any such School in my constituency?

MR. A. S. DAMODARAN ASAN (*Mavelikara*): I hope that the member knows better about his constituency than myself. When we come to the English schools, I think that the Government has effected a rather unkind cut when they reduced the grant-in-aid to English Schools from half to one-third. From the figures I quoted, it will be seen that the expenditure by Government for private schools is Re. 1 As. 2 while for Government schools it is Rs. 20 As. 8.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): What is the total amount budgeted for private schools under Vernacular education alone?

MR. A. S. DAMODARAN ASAN (*Mavelikara*): It is Rs. 9.87 lakhs.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): What is the amount for English Schools?

MR. A. S. DAMODARAN ASAN (*Mavelikara*): It is only Rs. 36,173 for maintenance of grant-in-aid schools. Formerly it was about Rs. 54,000.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): Does the member feel that it is disproportionate in any way taking the revenues of the State into consideration?

MR. A. S. DAMODARAN ASAN (*Mavelikara*): What percentage is the member prepared to urge?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): Does not the member feel that it is disproportionate?

MR. A. S. DAMODARAN ASAN (*Mavelikara*): That does not arise now. My case is that Government have chosen the wrong place and the wrong time to apply their retrenchment axe. I have to say that the unkindest cut of all is when we come to the Sanskrit schools. There are only 14 such schools and the Government have reduced their grants. The saving effected thereby is only about Rs. 200. I do not know why this language which has been so much neglected by the Government and the people alike should suffer so much by a saving of Rs 200. So I request the Government to see that relief is afforded to these private institutions, without any delay. With these words I move this motion for the consideration of the House.

MR. KAINIKKARA M. PADMANABHA PILLAI (*Changanachery I*): Sir, I rise to support the motion. Travancore, we are proud, has got a high percentage of education. I would place before the House a few figures which I am sure will speak more loudly than I can speak. According to the statistics of 1107 the total number of school students was 596,726. Out of it 333,041 or 55.8 per cent. were studying in non-departmental schools. The total number of Vernacular school students was 543,329 and out of it 295,373 or 54.3 per cent. were in Non-departmental schools. Out of 53,397 students in English Schools, 37,668 or 70.6 per cent. were studying in Non-departmental Schools. Taking the schools themselves, out of 3,695 schools, 2,641 or 71.7 per cent. were Non-departmental schools. Out of 3,433 Vernacular Schools, 2,421 or 70.5 per cent. were Non-departmental schools. I hope I need not say anything more to show to whom we mainly owe the high percentage of education in the State. The conclusion is self-evident. Now turning to the net expenditure, according to the same statistics we find that Government met an expenditure of Rs. 5 Chs. 5 per head of all the students in the State. But this was distributed as Rs. 3

Chs. 11 in the case of Non-departmental school students and Rs. 7 Chs. 11 in the case of departmental school students. Taking the vernacular schools, Rs. 4, Chs. 23 per head was spent by the Government. This again was distributed as Rs. 3 Chs. 10 in Non-departmental schools, and Rs. 6 chs. 12 in. Taking the English schools alone, the average expenditure per head was Rs. 8-22-0. It was distributed as Rs. 3-25-0 in non-departmental schools and Rs. 20 chs. 14 in departmental schools. Again I say, the conclusion is self-evident.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): Is it not the members's point that there is great disparity between these two figures that causes a grievance to him?

MR. KAINIKKARA M. PADMANABHA PILLAI (*Changanachery I*): That is exactly what I am coming to.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha I*): Will it be sufficient for the member to reduce the expenditure towards departmental institutions?

MR. KAINIKKARA M. PADMANABHA PILLAI (*Changanachery I*): I will be coming to that also.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): Mr. Damodaran Asan has given us some figures and Mr. Padmanabha Pillai also has given many figures. May I know whether he has any further collection of statistics to prove that the departmental school expenditure is abnormal?

MR. KAINIKKARA M. PADMANABHA PILLAI (*Changanachery I*): Certainly I have.

Mr. Damodaran Asan did not give the percentage of schools or the school-going population. The figures I have given clearly show the disparity that exists between departmental and non-departmental schools. I did not hear Mr. Asan giving my figures. If he did give and it was my mistake that I did not hear him, of course I plead guilty.

The probable answer I can expect from the Government is that the non-departmental school Managers are supposed to be spending a certain amount of money every year towards the maintenance of their schools. First of all, we all know that this is only in theory. I do not deny the fact that there might be associations, well organised philanthropic institutions which are meeting a recurring expenditure for the maintenance of schools. I might also admit that such institutions will be able to find really efficient teachers, both men and women, to do the work in a spirit of service. These two things will certainly go to a certain extent to make up this difference in the expenditure that we have seen already. But even there, the real fact cannot but fall very far below the expectations of Government in the matter of distributing grants. Now I need not speak of the individual Managers. Most of them, even as the interpellations put in the House have already pointed out, look upon their schools as a commercial business and it is no exaggeration when I say that it is no real desire for the spread of education, but, it is only the profit for the manager or his relations.

[Mr. Kainikkara M. Padmanabha Pillai.]

that has often tempted many of the Managers to create schools and support them. Nor is it right to expect the management to be contributing huge sums for maintenance for we know from practical experience that the creation of an English High School is not a joke. The buildings, appliances, furniture and various other things that have to be satisfied before recognition could be sought, will require a sum to the extent of over Rs. 50,000. A philanthropic man or institution that has spent so heavy a sum cannot be expected to incur another huge recurring expenditure every year and the whole brunt finally falls on the head of the poor teachers. He gets no good salary; he does not get any fixed increments; he is often tossed like the shuttle-cock at the caprice of the Managers and when old and unable to do any work, thrown back into his starving family to find himself devoid of all honorable means of livelihood.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): Does the member speak from experience?

MR. KAINIKKARA M. PADMANABHA PILLAI (*Changanachery I*): It is not only my experience but the experience of every one who walks with open eyes. Therefore, to me it appears that the only solution of this problem, namely ameliorating the condition of the teachers of private schools is that the department must be come directly responsible for their appointment, salary, scale, pension and provident fund and security of tenure. I may anticipate another objection from Government. It may be said that the private schools are worked with satisfactory efficiency and the very fact that they are working with efficiency is the reason for not enhancing the grants. Of course, the fallacy is apparent. But I would grant that, too.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): Is not the condition of private schools better?

MR. KAINIKKARA M. PADMANABHA PILLAI (*Changanachery I*): Yes, I shall admit that because they are working with satisfactory efficiency, the Government grant need not be revised. If it is so, then the natural logical conclusion is that the Government must be able to maintain their schools also as efficiently with some proportion of expenditure. There I come to the point raised by Mr. P. K. Narayana Pillai. I shall admit the implication upon which grants are given to the schools. I shall admit that every Manager is contributing towards the maintenance of schools a sum equal to the sum contributed by the Government. Even then the expenditure per head in a non-departmental school taking the grant given by the Government and the sum spent by the manager would come only to Rs. 7-22-0. So if the Government would admit that sufficient efficiency can be maintained by at least the double expenditure that the Government is now making for non-departmental schools, certainly, Government must be able to save Rs. 1,99,983 from the English School Education alone.

In this connection I anticipate a third objection.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): May I know whether after the sort of control suggested by the member there will be sufficient number of managers to run the schools?

MR. KAINIKKARA M. PADMANABHA PILLAI (*Changanachery I*): There must be.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): Will there be is my question.

MR. KAINIKKARA M. PADMANABHA PILLAI (*Changanachery I*): There must be and there will be. The third objection I anticipate is this. Government might tell me that there is a very fundamental difference in the very nature of the two sets of institutions, because the private schools are conducted on an avowedly philanthropic basis. This would amount to a confession that there is no place for philanthropy in Government institutions. But I shall shut my eyes to that and once again grant the argument. Then the evident duty of the Government is to come forward and boldly admit that they are not able to conduct the schools economically, to hand over these schools to such philanthropic institutions which will be ready to take them up. Thus, I would give three choices to Government. Let them admit that the aided school teachers are suffering great disadvantages and come to their aid and direct responsibility for them. Or let them admit that the expenditure under departmental Schools is too great and effect as saving of 2 lakhs under English Schools alone. Or again, if both are impossible, let them hand over the schools to private agencies who will manage them with the same amount of efficiency at smaller expense distribute the sum spent now more justly and equitably among all the schools. The present position is unjustifiable. That two sets of people with the same qualifications, doing the same work, subject to the same direction, control by the same agencies, rendering the same service to humanity are getting different treatment at the hands of the common authority is certainly an unjustifiable position. It is certainly unjustifiable that a set of people, the most innocent, the most harmless, the most educated, the custodians of conscience and culture of the future generation should be subjected to such unkind treatment and should for ever be left in such a helpless state.

MR. J. M. JOSEPH (*Nominated*): In support of the motion before the House I wish to associate myself most heartily with the sentiments so ably expressed by the previous speakers, the mover and the seconder. My point is, in speaking on this motion, to bring to the pointed attention of Government the inadequacy of the grants paid to the aided institutions in the State. I would preface my remarks with an introduction that I came across in the departmental Administration Report. It runs thus. "The further development of education will have to depend more largely on State-aided private enterprise". When I compare this with what actually we see in regard to the sympathy and the treatment given by the department and Government to the

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State Aided institutions, I do not know whether there is any compatibility with the two remarks. I do not know how I can reconcile this statement with what we see actually going on. This attitude on the part of Government is an indication of the spirit of confidence upon private institutions. It is a spirit of adequate recognition. But I want to bring to your attention that in this business of education which the Government have been carrying on for the last so many years for the benefit of the children of the State, it had a partner. I must confess that partner is a senior partner. By that, I mean, it was the aided institutions that introduced English education in the State, and the Government I should characterise is a junior partner. But as I went on, the junior partner became very strong and influential and began to dictate terms to the senior partner who had to stand before the junior partner and plead sometimes for a pittance at the hands of the junior partner. Now, what prominent part these aided institutions have played in this State can be realised from the figures which my friend quoted. I myself have prepared certain figures and I do not want to bore the House with simple repetition. I pass on to show, Sir, the sympathy we receive at the hands of our Government is very scanty. There was a time when the grant was calculated on the deficit. That is one-half deficit was paid as grants to these institutions. But after the retrenchment came into force, it was reduced to one-third; even this one-third is not properly paid. I must submit, when the Inspector of Schools comes to the aided institutions, he checks the accounts, objects to this, that and other items and reduces the grant, so much so, schools are run at a heavy loss. In my own school, last year there were about 600 pupils on the rolls studying. This school is in existence for the last 120 years and has played a prominent part in the English education of the State. This school received only a paltry sum of Rs. 100 as grant. I may point out that this works at the rate of $4\frac{1}{2}$ chuckrams per head. While in the same locality of Nagercoil there is the Government S. L. B. School and the expenditure there works at Rs. $2\frac{1}{2}$ per head.

MR. A. S. DAMODARAN ASAN (*Mavelikara*): Is the member aware that 75 per cent. of the aided schools are running at a profit?

MR. J. M. JOSEPH (*Nominated*): I do not know that. Our deficit came to Rs. 333 or so. What I contend, Sir, is, that we have to cut down our expenditure because we have to meet $\frac{2}{3}$ of the expenditure; only $\frac{1}{3}$ is forthcoming from Government by way of aid.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): May I know from the member whether the accounts are properly kept?

MR. J. M. JOSEPH (*Nominated*): Every day we have to spend some money to meet the needs of the school; moreover only $\frac{1}{3}$ is contributed from Government. We have to meet $\frac{2}{3}$ expenditure. For that where are we to find funds from? It has been stated that many schools are run at a profit. But I do not know anything of that

Whatever it be, it is a question of recognition. It is not a question of rupees, annas, pies. When you reduce the grant, you have to take care of the recognition. It may go down and Government cannot appreciate the great service, the national service that these State Aided institutions are engaged in doing. Well Sir, that is a state of affairs which is very disheartening to the State aided institutions.

On account of the refusal of grants to several of the vernacular schools, the schools now working are overcrowded, and have, therefore grown inefficient. It is urgently necessary that these schools get proper treatment at the hands of the Government. In fact, they are all languishing. Government must bear in mind that the existence of these schools saves the Government a good deal of expenditure. But for the existence of these schools, I am sure the expenditure to Government, on education, would not be anywhere in the neighbourhood of Rs. 45 lakhs, it would be ninety lakhs or more. I therefore pray that at least in future, better sympathy should be shown to these schools in the matter of giving grant-in-aid, and also that the present rate of grant-in-aid, viz., one-third of the deficit, be cancelled and at least one-half of the deficit be paid as grant-in-aid.

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): The problem of giving further aid to the aided schools in the State cannot be discussed with propriety just at present; because I think this is a matter that must have been engaging the attention of the Statham Committee; and, any criticism we make at present, without knowing anything about the recommendations of the Statham Committee, will be utterly futile. So, I think it will be sheer waste of time to suggest improvement of big educational problems before we get the Report of the Statham Committee.

All the same, it must be realised, Sir, that the aided schools have to be controlled by Government in the matter of the recruitment of teachers and in the amount of their emoluments. My friend, Mr. Joseph, unconsciously referred to the maintenance of schools as a "business." Sir, really that is how several of these managements view the question. Unfortunately, they are actually running these schools as a business concern and not with any real interest in affording education to the people. Sir, Government have not been scrutinising the work of these schools as thoroughly as it would be desirable. They have not been able to find out many of the tricks adopted by these school managements to get undue amounts by way of grants.

MR. S. J. NAIR (*Nedumangad*): May I know what exactly the member means by "tricks" adopted by the managements?

MR. K. KUNJUKRISHNA PILLAI (*Quilon I*): I shall not give way, Sir; I mean what I mean by the word 'trick'.

I would, therefore, urge upon the Director of Public Instruction that the Department must exercise better control over these schools.

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I would, therefore, urge upon the Director of Public Instruction that the Department must exercise better control over these schools. I do not at all grudge the grants being enhanced provided the schools

[Mr. K. Kunjukrishna Pillai.]

work properly. Government must exercise stricter control especially in regard to the way in which the managements deal with the poor teachers in these institutions. Several of these managers are absolutely autocratic, and are dealing with the teachers in an absolutely unjustifiable manner. The teachers have absolutely no security of tenure. As my friend Mr. Kainikkara Padmanabha Pillai explained, they do not get proper promotions, and they are troubled in one hundred and one ways. So, whether the Government are able to spend larger amounts for these aided schools or not, they must exercise greater control on the managements of these schools.

Another point that I wish to mention is this. Personally, Sir, I do not consider it a wise policy on the part of Government to encourage the formation of vested interests in the matter of education. Also, nobody must be allowed the possibility of converting a school as a business concern. Only those who want to conduct schools purely for the sake of service must be allowed to do it. Otherwise, Government will find it very difficult, at a future date, to carry out any general scheme of reform. Vested interests will stand in the way of any general, universal reform being effected in the matter of education which is a vital matter for the improvement of the State as a whole. Sir, I do not wish to go into the question in detail.

There is one other point which I would like to refer to, *viz.*, the recruitment of these aided school teachers to Government schools. There is the demand that at least 50 per cent. of the teachers, recruited for the Government schools, must be from the staffs of the aided schools. I am sure that matter also must have been reconsidered by the Statham Committee. But, what I want the House and the Government to bear in mind is that, if in making recruitments to teachers' posts, the principle of communal representation is to be followed, the number of teachers, of the different communities, in the aided schools also, should be taken into account in calculating the amount of representation due to each community.

MR. E. V. KRISHNA PILLAI (*Pattanamtitta*): Sir, the very able address of my friend, Mr. Kainikkara Padmanabha Pillai, has revealed certain very important facts as to how the grant-in-aid schools are being administered and how the Government are exercising control over them. His remarks referred to a number of very useful details, the narration of which explained the disabilities of the teachers in these schools, and the very little interference of the Department in the matter. That is the point which I want to emphasise now.

Sir, there is no purpose served in granting any concession or additional aid to these institutions unless and until necessary restrictions are imposed upon them. They seek aid from Government; and so, Government in their turn, ought to insist that the schools seeking their aid are subjected to certain restrictions prescribed by Government.